



SPRINGWELL COMMUNITY COLLEGE

Special Educational Needs and Disabilities Policy

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COMMITTEE	Leadership and Strategy	AUTHOR	M Thompson
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General Principles

All students have different needs which must be met to ensure equal access to the curriculum, and equal opportunity to succeed to the best of their abilities.

Procedures for the identification of, provision for and recording of SEND are closely prescribed by law, and failure to follow them can have serious legal consequences. It is the responsibility of the Governing Body to ensure that Springwell Community College's SEND Policy complies with the law.

The current legal framework is the result of a number of Acts of Parliament and non-statutory advice.

Legal framework - 1996 Education Act
 2004 Disability Discrimination Act
 2010 Equality Act
 2014 Children and Families Act
 2014 Special Educational Needs and Disability CoP: 0 to 25 years

At Springwell Community College students with SEND have full access to the curriculum and are fully integrated with other students (except in certain very specific circumstances). It is the responsibility of all teachers in all Faculties to meet the needs of all students. It is the function of the college's SEND provision to support Faculties in the exercise of that responsibility by:

- Absorbing and interpreting current theory, advice and best practice.
- Organising in-service training identified in the CIP for teaching and non-teaching staff.
- Advising on the identification of Special Needs, and disseminating the resulting information for action at classroom level.
- Supporting differentiation.
- Providing classroom support.
- Diagnosing difficulties and suggesting remedial action.
- Drawing up cross curricular individual education programmes.
- Withdrawing students for specific skills training.
- Advising on appropriate courses at KS3 and KS4.
- Providing appropriate Information, Advice and Guidance for post-16 provision
- Tracking and monitoring students with identified SEND.
- Reviewing and updating statements and EHCPs.
- Requesting and deploying outside advice and expertise.
- Ensuring appropriate consultation with parents/carers.
- Fulfilling all legal requirements.

In order to carry out these functions, an SEND structure exists within the college, and SEND procedures are laid down to ensure that special needs are identified, provided for and recorded, monitored and reviewed.

Aims

- To fulfil legal requirements.
- To ensure that all students are fully included in all aspects of college life regardless of physical or academic ability, ethnicity, cultural background, gender and age.
- To ensure that all students access the National Curriculum at a level commensurate with their ability.
- To ensure that students with Social, Emotional and Mental Health Needs are appropriately supported to allow equal access to college life.
- To identify and liaise with appropriate external agencies on behalf of individual students.

Objectives

- To ensure that the College procedures are fully compliant with the new Code of Practice.
- To further develop the Policy for Inclusion which complies with the recommendations of the National Index for Inclusion.
- To further develop procedures which ensure the above policy is adopted by all staff and becomes an integral part of good teaching practice.
- To support faculties in the development of assessment, differentiation and teaching and learning styles so that the needs of all students can be met effectively.
- To support staff by setting challenging, achievable targets for identified individual students through Individual Education Plans
- To provide a range of support mechanisms for students who are disaffected and disadvantaged because of Social, Emotional and Mental Health difficulties.
- To liaise with teachers, parents, carers and external agencies to ensure that an appropriate programme of support is implemented.
- To ensure that all procedures for reviewing of statements of SEND or EHCPs are met in accordance with the new Code of Practice and LEA guidance.
- To develop and improve new and existing facilities/provision available to ensure that the needs of all students can be met effectively.

LEARNING SUPPORT MISSION STATEMENT

The Learning Support Faculty of Springwell Community College aims to endorse the policies of Derbyshire County Council, Springwell Community College and its individual faculties.

It is established in law that all students, regardless of age, gender, ethnicity, cultural background, physical or academic ability, should receive a 'broad and balanced curriculum', relevant to their individual needs. Responsibility for this must be shared by all subject-based and special needs/support teachers, Teaching Assistants, Senior Leadership, Headteacher and Governors.

The Learning Support Faculty is committed to identifying the individual needs of students, fostering positive strategies and monitoring and reviewing progress, to ensure equal access to educational opportunities.

It functions under the direction of the Governors and Head of the College, in consultation with all staff, parents/carers, students and external agencies and through liaison with Primary and Secondary Schools and Colleges of Further Education or other post 16 institutions.

The Special Needs and Disabilities Co-ordinator and Deputy Headteacher will meet monthly with the Student Progress Leaders and other members of external agencies, to review provision for Children In Care and identified students experiencing significant difficulties with a view to improve provision, and thus progress, for those students.

The Faculty aims to ensure that the curriculum is responsive and supportive by being adapted to meet all children's needs, is equal in opportunity, and enables students, whenever possible, to be educated with their peers.

It is expected that individual needs will be catered for by one or more of the following:

- I. In-class support
- II. Differentiation of tasks
- III. Withdrawal
- IV. Use of varied teaching and learning styles
- V. Setting
- VI. Individual or small group mentoring.

In order that the demands of a diverse range of short and long-term individual needs are appropriately and successfully met, and to implement future Government and County guidelines, the Faculty needs to be flexible in its approach and to regularly review its policies.

More detailed information, with regard to the above Policy Statement, is available in the Special Needs, Inclusion and Support Policy Documents and in the SEND Information Report.

SUPPORT POLICY

The focus of the Special Needs Faculty at Springwell Community College continues to change and develop. The majority of SEN students are now taught in mainstream lessons alongside their peers. However, for a number of students, some additional input is still needed and there is a mixture of withdrawal groups to boost basic skills and individual reading sessions. An alternative curriculum can also be arranged where needed for a very small minority of students.

All Year 7 and Year 8 students are ability grouped for English and Mathematics and taught by specialist subject teachers to ensure quality teaching and promote maximum progress.

Support for Years 9, 10 and 11 mainly takes place through supported option choices with timetabled additional Literacy and Numeracy lessons. Individualised pathways are planned for KS4 to ensure the best chance of success and future progression for all students.

It is the duty of all staff to provide opportunity for students and to meet the individual needs of children with regard to, integration and access as stated in the Code of Practice. SEN staff are available for consultation and support to develop differentiated teaching materials and methods.

Individual students also receive support from a Teaching Assistant (TA) as identified in their statement. The TAs work under the direction of the SENDCO and their primary duty is with the named student. There may, however, be occasions when it is appropriate for them to work with a group of students or to temporarily withdraw support during parts of lessons, to promote social and independence skills.

The Learning Mentors, in conjunction with the SENDCO, provide support across both Key Stages to both statemented and non-statemented students at risk of disengagement because of a wide range of Social, Emotional and Mental Health Difficulties. Additional external agency advice and support is accessed as needed for individual students.

INCLUSION POLICY

Inclusion, in its broadest sense, is about ensuring that all members of the college community, regardless of ability or difficulty, are able to access all aspects of college life. It is the responsibility of the Governing Body to ensure that Springwell Community College's Inclusion Policy conforms to LA guidance and complies with law.

At Springwell Community College, all students have full access to the curriculum and the wider life of the school. It is the responsibility of the Learning Support Department to ensure that Departments are supported by:

- Absorbing and interpreting current theory, advice and best practice
- Organising relevant in-service training for teaching and non-teaching staff
- Identify and arrange appropriate provision to meet these needs
- Liaising with appropriate external agencies and school staff to ensure consistency in strategies used
- Tracking and monitoring identified students
- Ensuring appropriate consultation with parents/carers
- Drawing up individual behaviour plans
- Developing and monitoring the school accessibility plan
- Fulfilling all legal requirements.

The whole College site is fully DDA compliant and is accessible to physically disabled students, staff and visitors. This includes the provision of lifts in every building, with identified staff trained to operate them, additional paths and ramps, modified doorways, and disabled toilets. Additional specialist equipment is also provided for identified students.

Additional provision available to meet the needs of identified students includes:

- Learning Mentor(s)
- Positive Play/Support
- Physical Impairment Advisory Service
- Hearing Impairment Advisory Service
- Visual Impairment Advisory Service
- Physiotherapy
- Speech Therapy
- Multi-Agency Team
- BIC
- Forest Schools
- Other, alternative off-site provision